SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR CHANGE PRONENESS AND JOB SATISFACTION

SYNOPSIS OF THE THESIS

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR CHANGE PRONENESS AND JOB SATISFACTION"**to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

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CERTIFICATE

This is to certify that the thesis titled **"SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR CHANGE PRONENESS AND JOB SATISFACTION"**is an original piece of work done by **RanjanaKumari**under my supervision for the degree of Doctor of Philosophy, in Abhilashi University ChailChowkMandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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INTRODUCTION

Education plays a vital role in shaping successful people. It gives us the opportunity to become a productive member of a civilized society. Education is an important medium of acquiring essential knowledge and skills. It is more than just learning from books. It is an effort of the older generation to transfer their life wisdom to their offspring. Our world is constantly changing and developing so it is very important to teach and bring up intelligent people who could understand the problems of modern society and solve them in a proper way.

The successful running of the educational system mainly depends upon teachers, who are the most valuable and expensive resources. Teacher as the creator, sustainers and liberator is the pivot on whom the entire educational structure rests. Teaching should involve application of quality knowledge and skills to meet educational needs of students and of the society in greater aspect. Teachers have a very strategic role in education. The quality of the teacher really determines the quality of learning. While teachers are referred to as the centre of the education process, so teachers become a very important part of any community for various reasons. Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach.

CHARACTERISTICS OF AN EFFECTIVE TEACHER

There have always been attempts to identify and classify attributes of effective teachers. That individual teachers vary considerably in their effectiveness in the classroom has never been in question, even among those who argue that teachers are only one factor that might affect how pupils progress at school.

There is no single, simple effective teaching personality. Effective teaching involves more than just expertise in an academic field. The effective teachers have several qualities in common. Some of them are given below:

Positive: He should keep his students engaged with a positive attitude. He considers his students as teammates, not adversaries. He should not be afraid to be creative and innovative.

Prepared : He should know the course material. Review key concepts and ideas, think about how the content can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture.

Organized: He should have a plan for teaching. To illustrate key points and essential context, choose the most important concepts and show how they are related. Explain ideas to students so they are able to build on material they have already mastered. He should have long term goals in mind.

Clear : Effective teachers can explain complex ideas in simple ways. Help students understand and use new terminology. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Make sure that they are large enough to see, neat enough to read, and do not stand in the way. He should be aware of the role of the body language.

Active : Keep students engaged, for activities other than traditional lectures, discussions or question and answer sessions. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. Eisner's suggested that teaching is a caring exercise,which is very much part of the effective learning process.

Patient : He should give students time to process information and answer questions. He should not get irritated by student‘s mistakes; he should know mistakes are good teacher. Have patience as teaching can be difficult and frustrating at times.

Fair : He should set standards and it is very important to apply them equally and consistently, otherwise credibility will be at stake.

The characteristics of an effective teacher have been summarized by Krishnan and Nightingale (1994), these include:

- He can teach using different methods of teaching, employing a variety of audio-visual aids.

- He should have moral prestige.
- He should have intellectual depth.
- He should have a sense of humor.
- He should be man of all-round personality.
- He should be confident and at ease when teaching.
- He has a good relation with the pupils.
- He manages the class well.
- He stimulates and motivates pupils to think independently.
- He explains the points clearly.
- He should be resourceful in providing the varied experiences to the students.

The role of the teacher as a coach/ facilitator, transmitters & promoters seems very simple to describe than to perform. In order to perform the role, quality teachers are required. The phrase quality teacher's includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills and teacher behaviour. Quality conscious teachers are those who are dedicated, zealous and intellectually energetic. They are aware of the crystal clear image of the social environment in which they teach. They are confident and have a firm believe that student's academic achievement can be positively affected by their efforts. Such teachers have a strong sense of efficacy that they can help even weak students to make them learn.

SELF-EFFICACY

Human beings are the unique creation of god, bestowed with many talents and skills, with their own temperament, potentiality and impairments. One cannot be compared with another. No matter how genuine, clear-cut or practical humans are, they still have their own shortcomings and therefore they still are exclusive human beings. All the human beings have their own set of personal believes, point of views, inclinations, frame of mind and traits. Indeed, all of them are unique and yet most of them also share many traits, feelings, and beliefs with other people who live in our society. One of the most important aspects of human behaviour, which makes a difference in their feeling, thinking and acting, is self-efficacy. Self-efficacy relates to personal beliefs regarding competencies and abilities. "Self-Efficacy has its roots in

"social cognitive theory" of Bandura (1997) particularly in the context of cognitive behaviour modification." (Padhy& Mishra, 2010)

Self-efficacy is sometimes confused or used synonymously with self-esteem. Although both are components of self-referent thought, yet are very different constructs. Self-esteem typically taps an individuals' self-evaluation (and not merely one's confidence judgments) across a wide variety of situations. Thus, it refers to a sense of personal worth, it is an internal feeling of personal well-being. It is an affective evaluation of the total self, a feeling of self- liking. By contrast, self-efficacy is a judgment about task capability that is not inherently evaluative. It pertains to the belief, judgment or determination to perform certain behaviors in certain situations. For example; a college student may have very low self-efficacy pertaining to dancing, yet may decide on reflection that it does diminish his or her overall evaluation and feelings about the self. Bandura (1986) defines two related but distinct.

In order to teach effectively teachers must not only feel psychologically and physically comfortable, but they must also have some sense of belief that they can make difference to the lives of children they are teaching and that those children are learning. They must feel their professional work in bringing about positive change in their pupils. Teacher efficacy as a belief is expected to guide teachers in their behavior decisions and motivation with regard to teaching. Specifically teacher efficacy for teaching affects their daily decisions related to teaching and their willingness to invoke specific strategies and techniques.

CONCEPTUAL FRAMEWORK

Self-efficacy is linked to self-esteem and self-concept. Our perceptions of ourselves are referred to as self-concept. It refers to a person's collection of thoughts, feelings, and attitudes about oneself (Hilgard, Atkinson, & Atkinson).We could consider self-concept to be our attempt to explain ourselves to ourselves, to build a schemata (in Piaget's terms) that organizes our impressions, feelings, and attitudes about ourselves, but this model or schemata is not permanent, unified, or unchanging. Our self-perceptions vary from situation to situation and from one phase of our lives to another. Self-concept and self-esteem are often used interchangeably, even though they have distinct meanings. Self-concept is a cognitive structure - a belief about who

one is. Self-esteem is the value each of us places on our own characteristics, abilities, and behaviors. Self-esteem is an affective reaction - a judgement about who one is. If people evaluate themselves positively - if they "like what they see" - we say that they have high self-esteem (Pintrich&Schunk, 2002). Self is made up of other, more specific concepts, including the non-academic self-concept, self-concept in English, and self-concept in Mathematics. Recent research indicates that self-concept for artistic abilities is another separate area (Vispoel, 1995). These self-concepts at the second level are themselves made up of more specific, separate conceptions of the self, such as conceptions about physical ability and appearance , relation with peers, and relations with family (particularly parents) (Byrne &Shavelson, 1996; Yeung, Mclnerney, Russell-Bowie, Suliman, Chui, & Lau, 2000). These conceptions are based on many experiences and events, such as sports performance, assessment of body, friendships, artistic abilities, contributions to community groups, and so on. The hierarchical structure of self-concept is strongest for early adolescents. Older adolescents and adults seem to have separate, specific self-concepts, but these are not necessarily integrated into an overall self-concept. Perhaps young adolescents, faced with the challenges of different academic subjects in school and the "life task" of forming an identity, try to integrate across their many "selves" to achieve that identity.

Adults are not artily involved in all the academic domains (Maths, Science, Social studies) and can define themselves in terms of their current interests and activities, so self-concept is more situation-specific in adults (Byrne & Worth Gavin, 1996; Pintrich&Schunk, 2002).

SOURCES OF SELF-EFFICACY

It is pertinent to mention that the growth of self-efficacy beliefs begins to form in early childhood that does not end during youth, but continues to evolve throughout life as people acquire new skills, experiences and understanding. People's belief about their efficacy can be developed by four main sources of self-efficacy (Bandura, 1997; 2000). These sources are explained as under:

1.Mastery Experiences: The experience of mastery is the most important source in determining self-efficacy. Successful experiences raises self-efficacy while failure

undermines it particularly if failures occur before a sense of efficacy is firmly established. If people have been successful at a particular skill in the past they will be successful in the skill in future.

2.Vicarious Experiences: The second source of creating and strengthening self-efficacy is through the vicarious experiences provided by social models. It means development of high or low self-efficacy vicariously through other people's performances. It is also called as modeling which is experience as "If they can do it, I can do it as well". When people see someone succeeding, their own self-efficacy increases, when people see other people failing their self- efficacy decreases. Modeling is an effectual process when we see ourselves as similar to the model. Although, it is not as influential as direct / mastery experiences but it is particularly useful for the people who are particularly unsure of themselves.

3.Social Persuasions: The third source of strengthening people's beliefs which generally manifests as direct encouragement or discouragement from another person, for example, teacher can increase students self-efficacy with credible communication and feedback or motivate them to make their best effort. Although, social persuasion can be effective but it does not contribute as much as an individual's own experiences. It may be due to the fact that unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. The short term effects of social persuasion need to be coupled with actual successes.

4. Physiological Feedback: The final source upon which people can acquire their self-efficacy is physiological feedback. People rely on their physiological cues and emotional state in judging their capabilities. In stressful situations, people commonly exhibit signs of distress, aches, pains, fatigue, fear and nausea etc. They interpret these stress reactions and tensions as a sign of vulnerability to poor performance. Positive mood increases self-efficacy while despondent mood decreases.

IMPORTANCE OF SELF-EFFICACY

Self-efficacy of a teacher is a powerful predictor of whether and how a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking and emotions. Effective teachers believe that

they can make a difference in children's lives and they teach in ways that demonstrate this belief. Teachers who hold strong self-efficacy beliefs tend:

- To get better gains in children's achievement.
- To use new teaching approaches and persist failure situations.
- To be more satisfied with their job and demonstrate more commitment.
- To take more risks with the curriculum.
- To have more motivated students.
- To have lower absenteeism.

Self-efficacy is not something which is immutable. It is not a thing by itself. It is subject to change and reconstruction. People are capable of influencing their own motivation and performance. They may do so by changing their orientations, attitudes and convictions in connection with their environmental conditions. Pedagogically, the teacher is expected to:

(1) Get the learner to believe in his or her personal capabilities to successfully perform a designated task.

(2) Provide environmental conditions, such as institutional strategies and appropriate technology that improve the strategies and self-efficacy of the learner .

(3) Provide opportunities for the learner to experience successful learning as a result of appropriate action.

Conclusively, it may be said that higher sense of self-efficacy for teachers is of vital significance in the present fast changing scenario. Currently, frequent changes are witnessed by us in every sphere of life. The frequent changes in school and family life of teachers require different roles to be played by them. Thus, the field of education in general, and the personal and professional life of the teachers in particular is largely influenced by the changes.

Therefore, the teachers need to develop among them, the attitude, capabilities and skills to adjust to novel situations and to meet demands of ever changing circumstances. In other words, teachers must possess a tendency to accept novel things in their personal and professional life. They must be prone to changes and accept them with a sense of satisfaction. Hence, change proneness among teachers

with a sense of acceptance and satisfaction for new ideas, practices and changes is critical for success in their personal and professional endeavours.

A detailed description about change proneness and its different aspects is provided as under:

CHANGE PRONENESS

Change proneness is a relatively new concept that has grown in popularity at an incredible rate. Change Proneness is the tendency to tolerate anything that isn't perfect, novel to be imbibed to their style of work. Change proneness is acceptance of new and creative ideas, which may or may not end in criticism or failure. It's a feeling of fulfilment, dedication, and accomplishment in the pursuit of new approaches, ideas, and methods. Change proneness is a condition of flux and perplexity caused by a commitment to a cause or a way of life that may foster change. Miller, rightly gave the comprehensive nature of the concept. Radical change, innovativeness, tendency to inquire, being shrewd and proneness in thoughts, inquisitiveness all these traits facilitate change proneness. The change proneness significantly relies upon two antagonistic ideological aspects,flexibility and rigidity. The main hurdle to accept a new theory and invite a novel sudden change is rigidity. Warner defined 'Rigidity' as lack of variability in a response or lack of adaptability in behaviour. The dictionary meaning of rigidity is personality trait characterized by inability to change one's attitudes, opinions or manner of adjustment. Wolfforth opined - Rigidity is restricted range of behaviour as this type of rigidity prevails in human minds; they act as stumbling blocks and hurdles. They approve one to have a new concept, alert the type of learning, to invite change in approaches. The opposing ideological aspect for rigidity is flexibility a personality trait characterized by ability to change one's set, opinion, line of thinking and process of adjustment. Exhibiting inclination to a new and strange thing will be possible and it is due to flexibility. In life situations, some people are flexible in their behaviour and some are not. The people who are flexible on one occasion may not be much flexible on other occasions. They at times be flexible and alter their responses and behavioural patterns. Flexibility is the outstanding quality of exhortative tendency and ability to change one's set or attitude and opinions. There is hardly any field which is not within the ambit of change. Great many changes have taken place in all spheres of human life. Education is not

exception to this. The changes that take place in socio-economic scenario of any country leaves a large impact on the education scenario of that country as the socio-economic conditions and the educational institutions are mutually dependent on one another. Any change, even if minor in intensity, in social or economic conditions pressurize the education system to accept it and adapt it accordingly and the converse of the same is also true. The present scenario, if seen from any angle witnesses changes due to developments in the field of science and technology which also affects the society in general and the education in particular. For improving the quality and excellence in education, the role of teacher is of utmost significance. Teacher is the pivot for uplifting the standards of education. The teacher should possess higher self-efficacy beliefs which will contribute towards their confidence level, thereby increasing their performance outcomes. It may further lead to improved commitment among teachers towards their profession. For improving the performance output of the teachers, they should be highly professionally committed and self-efficacious. However, in the current fast changing socio- economic scenario where a large number of changes are taking place at a greater pace, every individual has to make adjustments to new changes in his personal and professional life. As a result of frequent changes and while making adjustments to the same, there is greater probability of arising conflicts among the teachers. Hence, it is of vital importance that teacher must have the tendency to accept the changes and imbibe them in their works. This tendency or inclination to accept new changes is referred to as change proneness. The teachers should be prone to changes and accept new and novel changes in their functioning with a strong sense of efficacy which will ultimately lead to higher performance output.

DIMENSIONS OF CHANGE PRONENESS

(i) Complexity: The degree to which a change is seen as difficult to understand and use is called complexity. Some modifications and innovations are easily comprehended by the majority of members of a social system, whereas others are not and will take longer to implement. (Rogers and Shoemaker, 1971).

(ii) Compatibility: Compatibility is the degree to which a change and/or innovation is perceived as consistent with the existing values, past experience, and needs of the receivers. An idea that is not compatible with the salient characteristics of a social

system will not be adopted so rapidly as an idea that is compatible. Compatibility ensures the receiver's safety and reduces risk, as well as making the new concept more meaningful to themhim. A change may be compatible: (1) with socio-cultural values and beliefs (2) with previously introduced ideas (3) with client needs of innovations.

(iii) Riskiness: It refers to the risk that the adopter has to undergo while adopting innovative practice. Adopter may be ready to adopt the innovation or change in spite of the risk involved or may not be ready to do so depending on his temperament or the personality traits. Everybody will look for his security and safety. This security and safety should not be jeopardized.

(iv) Localiteness: It is the extent to which the adopter of innovation and/or change rather than exploring beyond his own system, he/she adheres to it. It is generalized that cosmopolite channels are relatively more important than localize channels for earlier adopters than for later adopters.

(v) Cosmopoliteness: It is considered to be the degree to which an individual orientation is external to a particular social system. It has been found repeatedly that greater personal innovativeness and adaptability to changes is associated with Cosmopoliteness which is the result of experience in more than one social system. Cosmopolites more than localities are the champions of change.

JOB SATISFACTION

Siegal and Lance (1987) stated that 'job satisfaction is an emotional response defining the degree to which people like their job.' Work is a central part of almost everyone's life. Adults devote almost all of their waking time to work as career development makes up almost 70% of all human developmental tasks. Hence it is important that the employees feel a sense of satisfaction with their job or else it might lead to frustration, anger and in some cases even depression. Perceived satisfaction on the job is reflected by the needs of sense of fulfilment and expectation for the job to be interesting, challenging and personally satisfying. Job satisfaction is also an achievement indicator in career developmental tasks. There are numerous studies on job satisfaction, and the results are often valued for both humanistic and financial benefits. When employees are satisfied, they tend to care more about the quality of

their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive. The present times are very competitive and hence there is a lot of pressure for each organization to be the best for this reason, organizations now demand for the better job outcomes. In fact, modern times have been called as the “age of anxiety and stress”

This pressure to perform at their best at all times creates a lot of stress to the employees, known as job stress. Job stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems. High levels of work stress are associated with low levels of job satisfaction. A low level of job satisfaction ultimately leads to poor life satisfaction.

Job satisfaction refers to a person’s feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work. Research workers differently describe the factors contributing to job satisfaction and job dissatisfaction. Hoppock describes job satisfaction as, “any combination of psychological, physiological and environmental circumstances that cause and person truthfully to say I am satisfied with my job.”

Job satisfaction is defined as the, “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.” In contrast job dissatisfaction is defined as “the unpleasurable emotional state resulting from the appraisal of one’s job as frustrating or blocking the attainment of one’s job values or as entailing disvalues.” However, both satisfaction and dissatisfaction were seen as, “a function of the perceived relationship between what one perceives it as offering or entailing.” Job satisfaction refers to the overall feelings one has and the evaluation one makes about one’s job. People with high job satisfaction experience a pleasurable or positive emotional state when they think about their job or job experiences. In simple terms, they like their jobs. Since early studies in the 1930s, job satisfaction has become one of the most widely investigated concepts in the field of industrial/organizational psychology. It is a valuable outcome

in its own right but also a driver of other important individual and organizational outcomes. The importance of this concept is reflected in its central role in numerous theories, such as those concerning job design, leadership, and employee withdrawal.

FACTORS AFFECTING JOB SATISFACTION

Researchers, policymakers, and education leaders agree that teacher satisfaction is a vital factor that affects student achievement. Teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organization's human resource is evaluated. Thus, the understanding of factors affecting teachers' satisfaction at the workplace is of paramount importance for a successful educational system. The factors that are associated with teachers' job satisfaction can be clubbed into intrinsic, extrinsic and demographic factors.

Intrinsic Factors - Intrinsic satisfaction to the teachers can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Lee, Dedrick and Smith, 1991). Several studies have found that these factors are related to both attrition and satisfaction in teaching. Intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige (Choy et al., 1993).

Extrinsic Factors - A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others. These and other characteristics of a teacher's work environment have been targeted by several commissions, researchers, and educators who claim that "poor working conditions have demoralized the teaching profession". According to Dwivedi (1977) friends, co-workers exercise their influence on an individual and affect his Job Satisfaction. Ramakrishanaiah (1998) found that 93 percent of college teachers who were highly satisfied with their job expressed cordial relations with their colleagues. Proper physical environment makes

the job comfortable. Poor working conditions like poor building design and maintenance create situations for teachers that affect not only academic outcome but health too. Poor lighting, dirty and in-operational windows and dirty rest rooms are the source of teacher dissatisfaction. Researchers and educators believe that when teacher perceive a lack of support for their 'Work', they are not motivated to do their best in the classroom, and when teachers are not satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether (Choy et al, 1993). Advocates of professional autonomy claim that conferring professional autonomy will enhance the attractiveness of the (teaching) profession as a career choice, and will improve the quality of classroom teaching and practice (Boe and Gilford, 1992).

Demographic Factors - Similar to professionals in other occupations, job satisfaction among teachers has been related to demographic variables including age, education, marital status and gender etc.

REVIEW OF RELATED LITERATURE

Mukhopadyay and Saxena (1980) in their research study 'the factors contributing to teachers change proneness concluded that change proneness has been found to be related significantly and positively to urban background, teachers relation with principal, satisfactions in teaching, rapport among teachers, perceived leadership behaviour of the principal, attitude toward teaching, profession, perceived status of teachers and job satisfaction.

Hoy and Spero (2005)compared teacher efficacy at the end of their first year of teaching and during their teacher-training programs. Study sample included 53 prospective teachers who provided responses at the beginning and end of their preparation program and 29 who went on to complete a year of teaching. Data was collected with the help of 'Teacher Self-Efficacy Scale' by Gibson and Dembo (Short form), 'Bandura Teacher Self-Efficacy Scale' and 'Teaching Confidence Scale'. The teachers' self-efficacy increased significantly during teacher training before declining at the end of their first year of teaching, according to the findings. A significant increase in personal teaching self-efficacy from entry into the program to the end of the first year of teaching was also observed.

Waller (2008)investigated the relationships between and among teachers 'self-efficacy levels, reflective practice, and openness to change, experience and use of student response system (SRS) technology. A sample of 481 teachers was taken from public schools in North Carolina and Tennessee. Teachers completed the Teachers ' Technology Use and Belief Survey (TTUBS) providing data on self-efficacy, self-reflection, demographics, openness to change and use of SRS technology. It was revealed that all correlations among the variables were positive. All were significant with the exception of the correlation between self-efficacy and SRS use. Self-reflection and openness to change were found to positively affect SRS use and were reciprocal. Additional findings revealed that a majority of teachers do not regularly use SRS technology in their instruction and have limited training on the technology. This study founded, for this particular sample, that increasing self-reflection opportunities are positively associated with an increase in SRS use and self-efficacy.

Klassen and Chiu (2010) found teachers' self-efficacy is influenced by years of experience in a non-linear manner, with early and mid-career teachers' self-efficacy increasing while late-career teachers' self-efficacy declines. The study further concluded that female teachers experience more workload stress, classroom stress, and lower self-efficacy in classroom management, whereas teachers who experience more classroom stress have lower self-efficacy and job satisfaction. Teachers of young children (kindergarten and elementary school) had higher levels of self-efficacy for classroom management and student engagement than teachers of older children. (in elementary grades and kindergarten) have higher levels of self- efficacy for classroom management and student engagement than teachers teaching older students. Teachers who have higher self-efficacy in classroom management or instructional practices have higher job satisfaction. Self-efficacy of teachers increases from 0 to about 23 years of experience then decline as years of experience increases

Shane (2010)investigated the self-efficacy beliefs of 125 high school teachers of Brevard County, Florida. Study sample responded to a valid and reliable instrument i.e. 'Teachers 'Sense of Efficacy Scale 'by Moran and Hoy (2001). The results of the study indicated thatthere is no considerable variance in high school teachers' self-efficacy views depending on their type of training, years of teaching experience, and other factorsgender or their racial-ethnic background and no significant difference in self-efficacy beliefs of experienced (< 9 years), novice (< 3 years) and expert (>10 year of experience) teachers.

Shazadi, Khatoon, Aziz and Hassan (2011)carried out a study with an objective to find out the effect of age, gender, qualification and teaching experience on the self-efficacy of 226 secondary school teachers of Islamabad (Pakistan). 'Bandura's Self-Efficacy Scale 'was used for data collection. It was found that gender, academic qualification, experience and locality significantly affect self- efficacy but age and professional qualification have no significant affect on self- efficacy of secondary school teachers. Female and urban teachers have higher level of self-efficacy beliefs than male and rural teachers. The self-efficacy beliefs of teachers with >15 years of teaching experience were higher than teachers with <15 years of experience.

Atta, Ahmad, Ahmed and Ali (2012)investigated teacher self-efficacy of 58 elementary and secondary teachers of Islamabad (Pakistan). Self-efficacy was

measured with the help of ‘Teachers ’Self-Efficacy Scale ’by Bandura. It was found that male and female teachers differ significantly on teacher self-efficacy. Female and experienced teachers have high self-efficacy than male and less experienced teachers.

Raju and Samiullah (2012)attempted to study the relationship between the teachers ’ self-efficacy and the academic performance of their students. 160 B.Ed. teachers of Distt.Chittor and Kadapa, Andhra Pradesh (India) were taken as sample of the study. ‘Bandura’s Teacher Self-Efficacy Scale ’was used as data collection tool. It was found that there exist a significant positive relationship between teachers ’self-efficacy and the academic performance of their students. Gender has no significant impact on teacher self-efficacy. Teachers with long job tenure were found to have more self-efficacy as compared to the teachers with short job tenure.

Butucha (2013)studied gender and school type differences in self-efficacy of 381 secondary school beginning teachers of Oromiya State (Ethiopia). Moran and Hoy's (2001) 'Teachers' Sense of Efficacy Scale' was employed as a data gathering tool. The findings revealed thatbeginning secondary school teachers have average level of self-efficacy. Female teachers have lower self-efficacy than their male counterparts. Public school teachers have lower self-efficacy than private school teachers.

Shukla (2013)conducted a study on change proneness as a predictor of teacher effectiveness with special reference to secondary school teachers. Stratified random sampling technique was employed to select the sample for the study. Various secondary schools were divided into two strata: rural and urban and a total of 240 teachers from each stratum were selected. Out of total sample of 240 secondary teachers, 120 were male while the remaining 120 were female teachers. Again out of these male and female secondary teachers, each gender group were sampled out with 60 science and 60 non-science teachers. From each sub-stratum of 60, 20 were highly 115 experienced, 20 average experienced and 20 low experienced in teaching of their subject. Mukhopadhyay’s (1982) change proneness inventory was used to collect the data with respect to change proneness. For assessing the teacher effectiveness, teacher effectiveness scale by Saxena&Shrivastava, (2012) was used. To analyze the data, 4 way (2x2x2x3) ANOVA, t-test for difference of two means, t-test for difference of two correlations, product moment correlation and regression equations were used. The study's findings suggested that there was a substantial link between the two. i.e.

change proneness and teacher effectiveness of secondary school teachers. Intensity of relationship between change proneness and teacher effectiveness was found more in urban teachers than that of rural teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness in male teachers of secondary schools. No significant relationship was found between change proneness and teacher effectiveness in female teachers of secondary schools. Intensity of relationship between change proneness and teacher effectiveness was found more in male teachers than that of female teachers. No significant relationship was found between change proneness and teacher effectiveness of low experienced teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness of average experienced teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness of highly experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of low experienced and average experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of average experienced and highly experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of highly experienced and low experienced teachers of secondary schools. Change proneness was found to be predictor of teacher effectiveness of secondary school teachers. Sex was found to have a major impact on secondary school teachers' willingness to alterand change proneness in male teachers was found more than that of female teachers. Experience did not have a significant effect with respect to change proneness.

Patel (2013)conducted a studied on change proneness of Primary School Teachers. The study examined the "change proneness among primary school teachers. The sample included 124 primary school teachers, who were selected from 4 Zones i.e. East, West, South and North including Government and Private Schools of Bhopal City. The tools used for the present study is change proneness inventory was of M. Mukhopadhyaya. t-test was applied to determine the significance of difference between Government school and Private school teachers, trained and untrained teacher, having age below 40 years and above 40 years, Major finding of the study

revealed that (1) The Private School teachers were slightly better in change Proneness than Government school teacher. (2) Untrained teachers are little better in change proneness than trained teachers. (3) Teachers aged below 40 years were found slightly better in change proneness than teachers aged above 40 years.

Kaur and Kaur (2014)investigated self-efficacy of 1000 government secondary school teachers of Punjab (India). Data was pulled through 'Teacher Self Efficacy Scale' by Schwarzer, Schmitz and Daytner (1999). The findings reveal no significant difference in self-efficacy of urban and rural secondary school teachers of Punjab but a significant difference was found in self-efficacy with respect to teaching experience. Self-efficacy of teachers having experience of 10-19 years is higher than teachers having experience of less than 10 years. The study concluded that as a teacher's experience grows, so does their self-efficacy. However, after nearly 20 years of teaching experience, this does not appear to be the case.

Singh and Singh (2015)compared job satisfaction and self-efficacy of 82 regular and 118 contractual teachers of Distt. Patna (India). Results revealed that teachers appointed on contract basis have poor job satisfaction and low self-efficacy than the regular teachers. 'Job Satisfaction Scale' by Singh and Sharma (1990) and 'Self-Efficacy Scale' by Singh and Narain (2014) were used for data collection.

Singh and Katlana (2015)compared self-efficacy of 70 teachers (35 male and 35 female) of Indore (India) and found that there is significant difference in the self-efficacy of male and female teachers. Female teachers have high self-efficacy as compared to male teachers.

Rastegar and Moradi (2016)examined the relationship between Iranian English language teachers' job satisfaction, self-efficacy and their spiritual well-being. 'Job Satisfaction Survey' by Spector (1994); 'Teacher Self-Efficacy Scale' by Moran and Hoy (2001) and 'Spiritual Well-being Scale' by Paloutzian and Ellison (1982) were used as data collection tools. A significant negative relationship was found between teachers' job satisfaction and their spiritual well-being, but no significant relationship was found between job satisfaction and self-efficacy.

Sen and Sood(2016) conducted a study on professionalcommitmentin relation to gender and change proneness among teachers in secondary schools. There was a

considerable gender difference in self-efficacy among secondary school teachers, according to the findings. Themale teachers had shown significantly higher mean self-efficacy score (241.25) and thus, are significantly more self-efficacious as compared to female secondary school teachers who had shown mean self-efficacy score of 234.98. Hence, there is a great need to increase the self- efficacy of the female teachers. It was further revealed that secondary school teachers possessing different level of change proneness differed significantly from each other in terms of their self-efficacy. In other words, change proneness and self-efficacy are significantly and positively correlated. This means that the teachers with a tendency to accept new ideas, techniques in their teaching are more able to cope with their environment, realize their skills effectively and had a sense of higher self-efficacy. Higher level of self-efficacy further leads to greater efforts of teachers which in turn lead to more effectiveness in teaching and a better student performance.

Troesh and Bauer (2017)investigated job satisfaction and stress in second career teachers compared to first career teachers and the role of self-efficacy in this context. Results showed that second career teachers are highly filled with satisfaction with their occupation than first career teachers.

Blackburn, Bunch and Haynes (2017)conducted a study on assessing the relationship of teacher self-efficacy, job satisfaction, and perception of work-life balance of louisiana agriculture teachers.It was reportedthat they are satisfied with their current employment. Overall, the teachers perceived they have the ability to achieve balance. A strong, positive relationship was found between overall teacher self-efficacy and job satisfaction, indicating the more efficacious a teacher is, the more satisfied he or she is with the job.A positive, moderate relationship was found between job satisfaction and the perception of creating balance, similar to the findings of Sorensen and McKim (2014). This may imply that striking a balance between work and family time is an important component of a satisfied agriculture teacher. Overall, Louisiana agricultural educators are efficacious, satisfied with teaching, and believe they can achieve balance with work and life.

Suryani and Rismiyanto(2019)revealed that the female EFL student teachers do not differ significantly from the male EFL student teachers regarding their self-efficacy for student engagement, instructional strategies, and classroom management. This breaks the assumption that females usually have higher motivation and beliefs dealing with teaching. In other words, they might show higher self-efficacy than males. However, as this study shows, the gender of EFL student teachers does not contribute to their self-efficacy. This might imply that female and male EFL student teachers perceive their beliefs about teaching and motivating students quite the same.

Kaslak and Dagyar(2020)concluded indicates teacher self-efficacy is linked to job happiness in a meaningful and beneficial way. As a result, it's possible that as teachers' perceptions of self-efficacy improve, so will their job satisfaction. The literature (Arslan, 2019; Buluç&Demir, 2015; Caprara et al., 2006; Demir, 2020; Ross, 1998; Won & Chang, 2020) supports this conclusion. It was suggested that having a high level of self-efficacy prevents teachers from burnout and promotes job happiness (OECD, 2020a).

Puju,B.A.(2021) investigated thatsocial support and self-efficacy can enhance student engagement. Self-efficacy and social support play an important role in determining student engagement. Senior secondary school students, who have high self-efficacy and are supported by others (family members, teachers, peers and online resources) are more engaged in their learning, which in turn enhances their academic achievement. We as teachers, parents and administrators must understand this role and imply it in the educational settings.

SIGNIFICANCE OF THE STUDY

The present investigation is a sincere attempt to study of three aspects and their interrelation in respect of government secondary teachers. These aspects are: self-efficacy, change proneness and job satisfaction. Therefore, it speaks itself the importance of adding to corpus of knowledge related to the effects of independent variables upon the dependent variables of three levels i.e. high, moderate and low levels of self-efficacy. The results of the study will be helpful in different educational programmes to enhance their teaching effectiveness in government schools. The study also will be very helpful to the educational planners and educational counselors. The teacher educators will be able to use the results of the study for selecting effective teaching strategies for training prospective secondary teachers which could create the balance on development of self-efficacy, change proneness and job satisfaction. Resultantly he/she will be able to reach the students in more effective way. It is needless to mention here that the self-efficacy, change proneness, job satisfaction renders a great help to the students, teachers, guidance workers, counselors, curriculum designers as well as educational managers in the improvement of total teaching learning process. Therefore, present study is fully justifiable and viable in terms of its utility as a tool to improve teaching-learning activity. Thus, there is dire need to explore these three aspects and find their usefulness in strengthening education experience of the giver as well as the receiver. With the experience in the teaching learning process the government secondary teachers should be able to bring the desirable change in their personality by keeping the continuous improvement in their self-efficacy, change proneness, job satisfaction towards teaching.

Every person is unique in his thinking and learning and responding to a particular situation and attitude towards the worldly things. Self-efficacy and change proneness, are mutually dependent and are important aspects of personality of an individual. Therefore, it is evident that the variables of Change proneness, Job satisfaction towards teaching have definite effect on the self -efficacy level and it is needed to study these variables all together in details.

If the review of the related studies as enumerated above, is taken into account, it becomes all the more clear that the angle of research that the present investigator intends to take is entirely a fresh and still unexplored. For instance, Hoy and Spero have focused on only one angle or aspect i.e. the self-efficacy and its result during teacher training and the first year of the teaching. Waller, on the other hand, has dealt purely with relationship between self-efficacy, reflective practice and SRS technology. Klassen and Chiu have targeted the research on self- efficacy among female teachers in relation to their work load stress and other variables that are purely confined to female teachers. Shane, like Hoy and Spero has focused on self-efficacy angle. Shaazadi, Khatoon, Azis and Hassan have carried out the study with an objective of finding out the impact of age, gender, qualification and teaching experience on self-efficacy. Likewise the angle that has been taken up by Atta, Ahmed, and Ali, Raju and Samiullah, Butucha is similar in the sense that all these researchers have made self-efficacy the central theme of their study in relation to various variable. Shukla, on the other hand, is the only one among studies taken into account who has taken up change proneness as a predictor of a teacher effectiveness.

Thus, it can be deducted that so far, the researcher has taken up the three aspects that the present research desires to focus on; no other investigation has been carried out from this point of view wherein self-efficacy, change proneness and job satisfaction have been taken together to explore their impact of effective teacher learning process. Thus, the claim of the study for its viability cannot be ignore. Therefore, the intended research is treading entirely a fresh and still unexplored ground.

To conclude it can be said that from the review of the related literature, negligible studies have come across the way of the researcher which have been particularly conducted on investigating the impact of change proneness on role conflict and self-efficacy of secondary school teachers. Even more, very few studies have been conducted on these variables but that too in an independent and exclusive manner. Keeping this into view, present study is carried out by researcher to achieve the objectives of improvement in our present education system vis a vis self-efficacy, change proneness and job satisfaction.

STATEMENT OF THE PROBLEM

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RELATION TO CHANGE PRONENESS AND JOB SATISFACTION

OBJECTIVES OF THE STUDY

1). To study the level of Self-efficacy, change proneness and job satisfaction of secondary school teachers.

2) To study the differences in self- efficacy level of secondary school teachers with respect to their gender.

3). To study the differences in self- efficacy level of secondary school teacher with respect to their level of change proneness.

4).To study the differences in self- efficacy level of secondary school teachers with respect to their teaching experience.

5).To study the differences in self- efficacy level of secondary school teachers with respect to their job satisfaction.

6). To study the interaction between gender and level of change proneness with respect to self-efficacy among secondary school teachers.

7). To study the interaction between teaching experience and level of change proneness with respect to self- efficacy of secondary school teachers.

8). To study the interaction between gender and job satisfaction with respect to self - efficacy of secondary school teachers.

9). To study the interaction between teaching experience and job satisfaction with respect to self -efficacy of secondary school teachers.

10). To study the interaction between gender and teaching experience with respect to self -efficacy of secondary school teachers.

11). To study the interaction between change proneness and job satisfaction with respect to self -efficacy of secondary school teachers.

12). To study the correlation between self -efficacy, change proneness and job satisfaction of secondary school teachers.

HYPOTHESIS

1) There will be no significant gender wise difference in secondary school teachers with respect to their level of self -efficacy.

2) There will be no significant difference in self -efficacy levelof secondary school teachers with respect to their level of change proneness.

3) There will be no significant difference in self-efficacy level of secondary school teachers with respect to their teaching experience.

4) There will be no significant difference in self-efficacy level of secondary school teachers with respect to their job satisfaction.

5) There will be no significant interaction between gender and level of change proneness with respect to self-efficacy of secondary school teachers.

6) There will be no significant interaction between gender and job satisfaction with respect to self-efficacy of secondary school teachers.

7) There will be no significant interaction between teaching experience and level of change proneness with respect to self-efficacy of secondary school teachers.

8) There will be no significant interaction between teaching experience and job satisfaction with respect to self-efficacy of secondary school teachers.

9) There will be no significant interaction between gender and teaching experience with respect to self-efficacy of secondary school teachers.

10) There will be no significant interaction between change proneness and job satisfaction with respect to self-efficacy of secondary school teachers.

DELIMITATIONS OF THE STUDY

1) The study will be restricted only to secondary school teachers serving in government schools affiliated to HP board of school education,Dharamshala only.

2) The study will be delimited only to three districts i.e.Solan, Shimla, Sirmaur of Himachal Pradesh.

3) The present study will be delimited to one dependent variable i.e. self-efficacy, and four independent variables i.e. gender, teaching experience, change proneness and job satisfaction.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Self- Efficacy

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. Self-efficacy is the belief in one's ability to achieve desired results. This belief has an impact on a person's behaviour, motivation, effort, and, ultimately, success or failure.

Change Proneness

Change proneness means inclination or readiness one has to rather of restricting oneself to be stiff, one can adjust or alter his behaviour, attitudes, feelings, and thoughts by being flexible. (Mukhopadhyaya, 1981). The tendency to accept anything, which is new, novel, to be imbibed in their style of work is change proneness. Change proneness means inclination or readiness one has to change or rather of restricting oneself to be stiff, one can adjust or alter his behaviour, attitudes, feelings, and thoughts by being flexible. (Mukhopadhyaya, 1981).

Job Satisfaction

Job satisfaction refers to a person’s feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an

individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective.

Secondary School Teachers

These refer to the teachers who were teaching classes from 6th to 10th in Govt. Senior Secondary Schools / High Schools / Middle Schools affiliated to H.P. Board of School Education, Dharamshala.

RESEARCH METHODS TO BE USED

Research methodology involves the systematic procedure by which a researcher starts from the initial identification of the problem to its final conclusion. Survey technique under the descriptive method of research will be used in the present study.

SAMPLING

In the present study the procedure of multistage sampling along with the process of convenient sampling and incidental sampling will be followed.

At the first stage three districts will be selected by random sampling. In the second stage list of educational blocks in each of three districts will be taken and five educational blocks from each district will be selected on the basis of convenience to the researcher. At the third stage, list of educational cluster from each of five blocks will be taken and six clusters from each block will be selected on the basis of convenience of researcher. At the fourth stage the list of secondary schools in each sampled educational cluster will be prepared and five senior secondary andhigher secondary schools from each clusterwill be selected. At the fifth stage, a total of 700 to 800 school teachers will be selected through incidental sampling technique in the present investigation. Efforts will be made to give due representation to secondary school teachers.

VARIABLES OF THE STUDY

In the present investigation following variables are considered as independent variable

- Gender

- Teaching Experience
- Change Proneness
- Job Satisfaction

In the present investigation, one variable is considered as dependent variable:

- Self- Efficacy

RESEARCH TOOLS TO BE USED

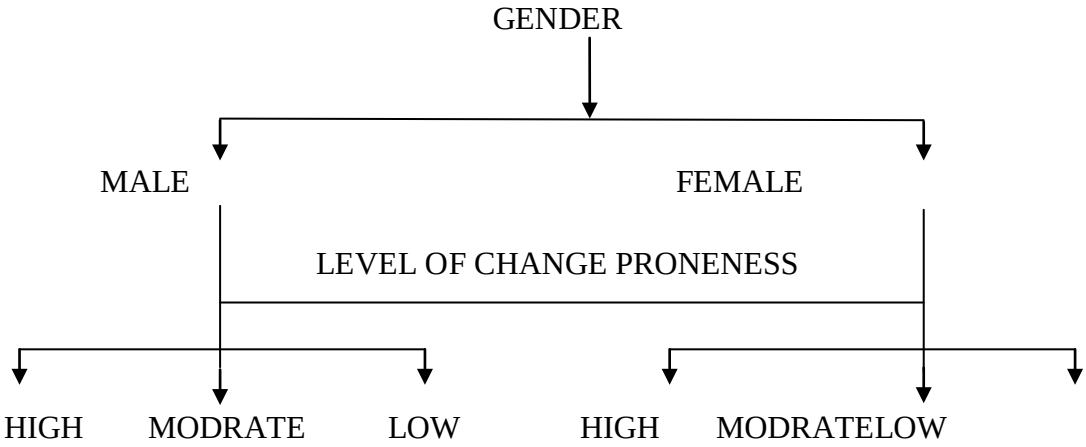
- For measuring self-efficacy of secondary school teachers, a standardized tool i.e. *Teachers Self-Efficacy Scale by Sood and Sen (2017)* will be used.
- For measuring job satisfaction of secondary school teachers a standardised tool i.e.*Teacher's Job Satisfaction Scale by Y. Mudgil, I.S. Muhar and P. Bhatia (2012)* will be used.
- For measuring change proneness of secondary school teachers a standardised tool i.e.*Change Proneness Inventory by M. Mukhopadhyaya(2012)* will be used.

PROCEDURE FOR DATA COLLECTION

For the collection of data the investigator will personally visit the secondary schools. The tools will be administered to the selected sample of secondary school teachers with the prior permission of head of institutions. All of the teachers will be requested to give requisite information on each item in the tools. They will be assured the information furnished by them will be kept strictly confidential and will not be shown to anyone.

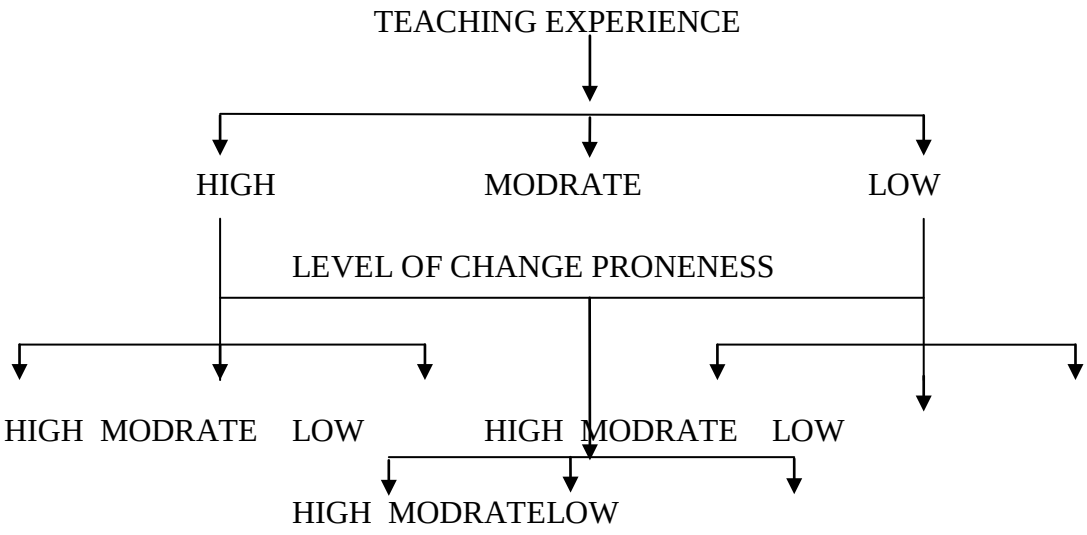
DESIGNS OF THE STUDY

1. GENDER AND LEVEL OF CHANGE PRONENESS (2 X 3 RESEARCH DESIGN)



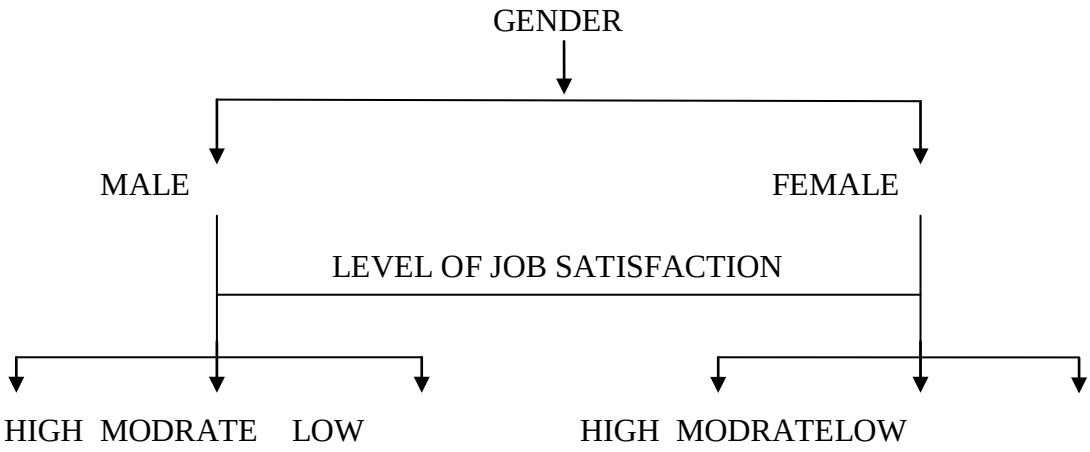
(Scores on dependent variable for all six groups)

2.TEACHING EXPERIENCE AND LEVEL OF CHANGE PRONENESS(3 X 3 RESEARCH DESIGN)



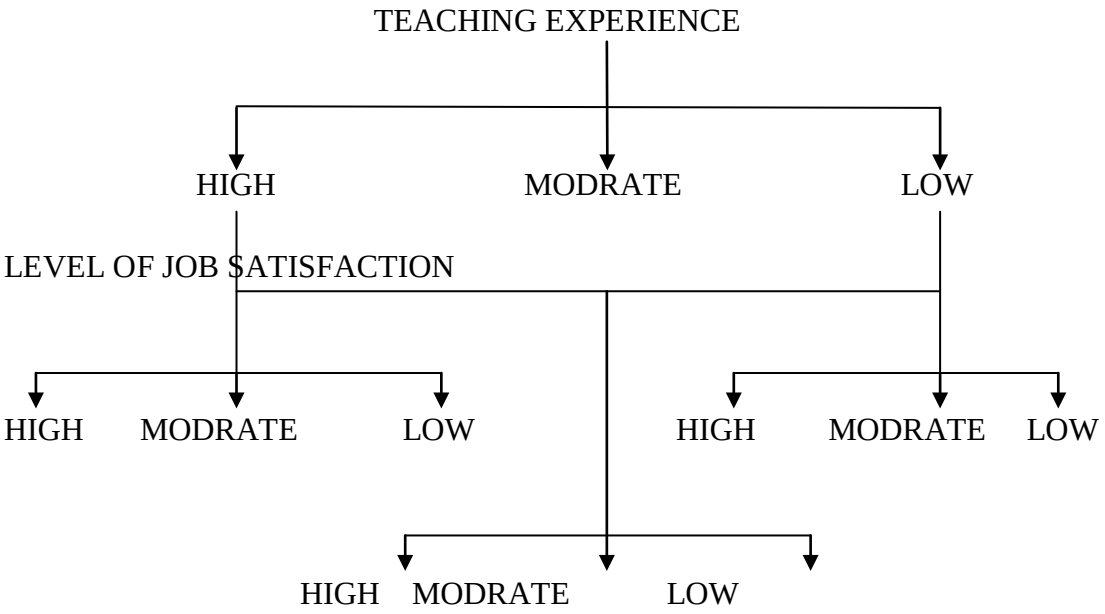
(Scores on dependent variable for all nine groups)

3.GENDER AND LEVEL OF JOB SATISFACTION (2 X 3 RESEARCH DESIGN)



(Scores on dependent variable for all six groups)

4.TEACHING EXPERIENCE AND LEVEL OF JOB SATISFACTION (3 X 3 RESEARCH DESIGN)



(Scores on dependent variable for all nine groups)

STATISTICAL TECHNIQUES TO BE USED

For analysis of the data different type of statistical techniques will be employed. First of all for checking the normality of data, descriptive statistics like mean, median, mode, standard deviation, skewness and ketosis will be calculated on self-efficacy, change proneness and job satisfaction scores. For studying the impact of gender, teaching experience, change proneness and job satisfaction on self-efficacy among secondary school teachers. The statistical technique of analysis of variance (ANOVA) will be applied. To study the correlation between different variables, the product moment correlation byKarl Pearson will be used .

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